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The Use of Wordwall Application Towards Elementary School Students Acceptance: Extension TAM Model

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ABSTRACT

This research aims to prove elementary school students' interest in the adoption use of the Wordwall as a game based learning application, which is directly proportional to the concept of learning gamification, by proposing a solution to make an interactive activity using edu-games based teaching materials that can be implemented with learning activities during pandemic Covid-19. This research expands TAM (Technology Acceptance Model) basic theory by adding external variables of perceived enjoyment and habit by employing a survey method and taking a sample of elementary school students, as many as 90 students, to analyze the elementary school students' interest using the Wordwall application in learning with the concept of gamification. The data is processed using SEMPLS to see the results of the tested independent variables. TAM model adopted in this study has a succeeded in achiving interrelated prediction, this research indicates that perceived enjoyment and habit become the influencing factor in increasing Wordwall usage interest through key variables (PEOU), that is, the perceived ease of using the application as the most strengthen and effective key varible in this research. This study also focuses on the proposed model contribution with the final review, which impacts the proposed hypothesis predictions through the technology acceptance by elementary school students in using a game-based learning platform digital.

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1. INTRODUCTION

Pandemic covid- 19 has caused all educational levels must transform to carry out online education by taking advantage of various digital features; in this case, the educator and student must intensively be connected using technology in the class (Alfadda & Mahdi, 2021). Several studies state that teachers and students tend to accept technology that is suitable to the learning system (Holden & Rada, 2011), (Scherer, Siddiq, & Tondeur, 2019) (Teo, Lee, Chai, & Wong, 2009),(Zulherman, Nuryana, Pangarso, & Zain, 2021). Most educators and students utilize this condition in exploring the education which transforms online as

a "gateway to experiential learning through multiple technologies"(Moore, Dickson-Deane, & Galyen, 2011).

These changes also become challenges to the educators to adapt continuously to new technology and perfect their skills in integrating technology into the classroom (Salehudin, Zulherman, Arifin, & Napitupulu, 2021) (Huang, 2019) (Pynoo et al., 2011). It is expected that learning activities using e-learning can make significant development in a learning activity (Ramírez-Correa, Rondan-Cataluña, Arenas-Gaitán, & Alfaro-Perez, 2017) (Khafit, Sulastri, & Fauzan, 2020). The resources used by students according to their needs are obtained through online learning (Zulherman, Zain, Napitupulu, siti nazuar sailin, & Roza, 2018). The learning that students do has the potential to be something fun for students. However, many students also perceive that study is burdensome and becomes a burden that must be done, coupled with the conditions that require learning to be transferred to online learning, making students less likely to have pleasure in participating in learning activities. Therefore, the factor of students' perceived enjoyment is assumed to be influential for teaching-learning activities because it determines students' positive attitudes in carrying out the learning process. Moreover, when the learning enjoyment is integrated with technology adaptation (Moghavvemi, Sharabati, Paramanathan, & Rahin, 2017). By integrating students' learning process with the gamification concept through technology acceptance, students feel enjoyment regardless of the consequences of the activities that might be expected (Lin, Huang, & Ko, 2020)due to student learning conformity on the perceived enjoyment factor, which is influenced by the consequences of the activities games.

Game based learning operated by students through the games application make students enjoy, awaken creativity, exchange experiences collaboratively, and build learning situations in which they are free to make choices (da Rocha Seixas, Gomes, & de Melo Filho, 2016). In this study, game based learning make cognitive, emotional, and social become students' psychological advantages of students in carrying out learning activities through games (Joey j Lee & Hammer, 2011). Every student also has a different learning habit; many students have their habits and follow their learning techniques by incorporating the desired procedures (Julius & Evans, 2015). Enjoyment and habit will become factors related directly to students' condition on their interest in using the technology application, e.g., Wordwall, the tested application, and TAM (Technology Acceptance Model) theory.

TAM is used to measure the user's acceptance level of a technology (Davis, Bagozzi, & Warshaw, 1989) and (Venkatesh & Bala, 2008). This model becomes the basic theory because it focuses on the technology used. Games-based *(Wordwall Application)* and TAM also become the best solution in literature studies (Panagiotarou, Stamatiou, Pierrakeas, & Kameas, 2020) which measure individual characteristics of the technology acceptance. Moreover, the perceived enjoyment and habit is selected on this study because the previous relevant research by (Pinandito et al., 2020), and (Hanif, Jamal, & Imran, 2018) has not incorporated both external variables into the learning concept with gamification through games technology application, e.g., Wordwall and also not many have studied TAM in elementary school students who use the Wordwall application so it is difficult to find relevant references regarding the use of the wordwall application with TAM theory. In this study, writer want to see whether perceived enjoyment and habit of elementary school students with the concept of gamification had an effect on the interest in using of game based learning through Wordwall. Hence, it becomes the opportunity for the writers to expand further by adding the appropriate external variables to students' characteristics (Wu & Chen, 2017) (Esteban-Millat, Martínez-López, Pujol-Jover, Gázquez-Abad, & Alegret, 2018), i.e., perceived enjoyment and habit with the benefit of the contribution of science novelty through the adapted TAM model. This research is written to bring up a better and more precise explanation of how people deal with the different situations in carrying out learning during the pandemic and focuses on the objective to prove whether there is any significant influence on students' learning, perceived enjoyment, and habit with the gamification concept on students' interest in using Wordwall application based on *Technology Acceptance Model* (TAM) theory.

2. METHODS

This model is proposed and integrated with the theory of technology acceptance model (Davis et al., 1989), (Venkatesh, Morris, Davis, & Davis, 2003), (Al-Maroof & Al-Emran, 2018), (Rafique, Almagrabi, Shamim, Anwar, & Bashir, 2020) (Pinandito et al., 2020) to measuring user's interest in accepting a technology, a mainly elementary school student i.e 3 grade in an undertaking learning activity with gamification concept, with games technology-based learning application, Wordwall. Grade 3 students was chosen to be the participants in this study because they were be able to receive concrete directions in operating technology.

This model is developed by adding external factors, e.g., perceived enjoyment, which become the perceived factor by students during the learning process and as the factor proposed as a solution in the research (Venkatesh et al., 2003). Moreover, habit factor, which is related to elementary school students' online learning activities, becomes the external factors implemented in research (Rafique et al., 2020) using the TAM theory model.

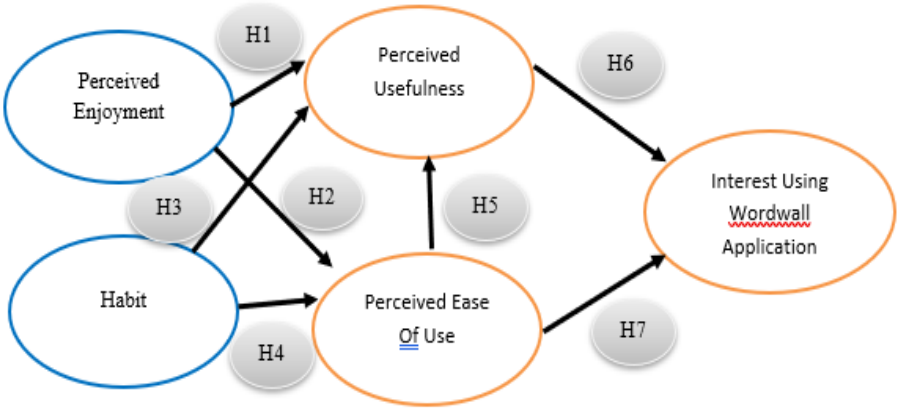

Figure. 1 Research Model

a) Perceived Enjoyment (PE)

Perceived enjoyment can be seen from the user's perception in elaborating the use of a system and also the user's easiness in operating the system (Su & Chiu, 2021); in addition, this perceived enjoyment is considered from two perspectives: how the students enjoy the use of social media and utilize their time to socialize with friends, and happy to help other people (Moghavvemi et al., 2017). Therefore, it is examined this external variable with a justification for structured research into the proposed TAM model by proposing the following hypothesis:

H1 Does the perceived enjoyment have a positive influence on perceived usefulness?
H2 Does the perceived enjoyment positively influence perceived ease of use?

b) Habit (H)

Learning habits conducted by the student can be viewed from an individual perspective by employing a games-based system. The easy application of the system impacts students, how much they will learn and do learning activities and how far they want to act for themselves, and how much they want to make from the learning activities (Rabia, Mubarak, Tallat, & Nasir, 2017). These external variables are examined and justified with the proposed structure model, which is proposed with the following assumption hypothesis:

H3 Does Habit with the concept of gamification positively influence perceived usefulness?
H4 Does Habit with the concept of gamification positively influence perceived ease of use?

c) Perceived Usefulness (PU)

Becomes the proposed key variable by measuring how far someone believes using the latest system will increase their work effectiveness (Davis et al., 1989). This mediator variable is observed and justified with the proposed structure model (Davis et al., 1989), (Venkatesh et al., 2003) because Perceived Usefulness becomes the variable connecting other variables in the technology acceptance model that have become a single unit are also strengthened by significant research results (Pinandito et al., 2020); thus, the hypothesis assumption is as follows:

H6 Does the perceived usefulness positively influence interest in using Wordwall Application?

d) Perceived Ease Of Use (PEOU)

As the critical variable in this TAM model (Šumak, Heričko, Pušnik, & Polančič, 2011) confirms that perceived ease of use becomes the factor that directly influences the user's attitude in using the system and individual continuity simply feel the system operation (Venkatesh; Viaswanath & Davis; Fred D., 2000). In (Hanif et al., 2018) research, PEOU becomes the significant mediator variable influencing the user's technology acceptance. Thus, this mediator variable is examined and justified with the proposed structure model, which has become one unit within the proposed model (Davis et al., 1989), (Venkatesh et al., 2003) with the following hypothesis assumption:

H5 Does the perceived ease of use positively influence perceived usefulness?

H7 Does the perceived ease of use positively influence interest in using the Wordwall Application?

In this research, the data was gathered with a questionnaire survey through google form obtained from the elementary schools in Indonesia. Ninety active students are using the Wordwall application in learning activities. This research focuses on students as the examined object on the interest of Wordwall application usage through the TAM model.

Table 1. Sample Demographics

Gender	*Frequency*	*Percentage*
Male	40	44%
Female	50	56%
Age		
10 years old	86	96%
11 years old	4	4%
Class		
3A	28	31%
3B	33	33%
3C	29	32%

This data collected from elementary school students who use wordwall application , the data was taken through a closed questionnaire by displaying two independent variables, two key variables, and one dependent variable. All variables become one unity into one TAM *(Technology Acceptance Model*) Model with an overall total of 23 questionnaire indicators with five points ranges on the Likert scale, ranging from 1 with a statement strongly disagree to 5 - with a statement that is strongly agree used in measuring the variable, then data is represented in the form of numbers.. This questionnaire is made by adopting item questionnaire (Venkatesh et al., 2003) and (Rafique et al., 2020) by translating it into Indonesian and modifying it to conform to students interested in using Wordwall games technology applications learning during the pandemic.

This research sample is measured using G*Power 3.1 to correct the minimum sample, which will be examined with Power through F-test, e.g., multiple regression: fixed model R^2 deviation from zero with 0.80 (accuracy) level power (Faul, Erdfelder, Lang, & Buchner, 2007) with two independent variables measurement. Similar to the research conducted by (Su & Chiu, 2021)regarding *perceived*

enjoyment and attractiveness influencing Taiwanese Elementary School Students' Intention to Use Interactive Video Learning, they use G*power as an adequate minimum sample size calculation. The tested predictor quantity is set in the study because the external variable by the research is two (Perceived Enjoyment and Habit). Subsequently, in the research model, two predictor variables (perceived usefulness and ease of use) are arranged in the technology acceptance model design. Therefore, the research total number of predictors becomes four after using the G*power tool. The minimum sample size that must be examined is as many as 85 samples.

In this research, the data processing is conducted using the SmartPLS-3 data processing application to analyze the research data by observing the influence of cause and effect. (Su & Chiu, 2021)discusses that *Structural Equation Modeling* (SEM) becomes a possible way to view structural components (path model) and measurements (factor model) in one model. This research aims to predict variables with the data calculation process through sample measurement obtained and tested (Sarstedt & Cheah, 2019)

3. FINDINGS AND DISCUSSION

In the reliability test, every indicator of the variables is measured using SmartPLS resolution by observing Cronbach Alpha and Composite reliability which must exceed 0.70. Hence, it can be said the indicator in a variable is reliable (Cheah, Thurasamy, Memon, Chuah, & Ting, 2020) (Hair, J. F., Hult, Ringle, & & Sarstedt, 2017) and also observing the range of AVE (Average Variance Extracted) score which exceed 0.50 set score, so, it can be said that every construction of the indicator is said to be good in reliability (Garson, 2016). The validity calculation research using the CFA (Confirmatory Factor Analysis) method helps identify the factor structure in item variables (Sarmento, Portocarrero, & Costa, 2019). In the habit indicator variable H1 in the outer loading, the score is 0.496, which indicates a score <0.70, then the indicator in the H1 (Habit) variable is omitted to maintain the reliability of each indicator construction on the variable.

Tabel 2. Reliability Measurement

Variable	*Items*	*Loadings*	*Cronbach Alpha*	*Composite reliability*	*AVE*
Perceived Enjoyment	PE 1	0.877	0.892	0.933	0.823
	PE 2	0.905			
	PE 3	0.938			
Habit	H2	0.840	0.824	0.895	0.739
	H3	0.866			
	H4	0.837			
Perceived Usefulness	PU1	0.860	0.907	0.929	0.687
	PU2	0.873			
	PU3	0.720			
	PU4	0.848			
	PU5	0.884			
	PU6	0.776			
	PEOU1	0.871	0.935	0.951	0.795
	PEOU2	0.881			

Perceived Ease of Use	PEOU3	0.906			
	PEOU4	0.896			
	PEOU5	0.903			
Interest Using Wordwall	IUW1	0.863	0.890	0.919	0.694
	IUW2	0.819			
	IUW3	0.828			
	IUW4	0.861			
	IUW5	0.793			

The hypothesis test in this research is conducted using SmartPLS through bootstrapping approach in which the data calculation technique is conducted 500 times within SmartPLS software (Garson, 2016) with a 5% significance level and P values < 0.05; thus, the hypothesis is accepted or significant (Härdle, 2011).

Table 3. Analysis Result

Hypothesis	*Path*	*Std.Betta*	*Std.Error*	*T-Value*	*P-Value*	*Bias*	*Confidence Interval* 5.0%	95.0%	*Result*
H1	Perceived Enjoyment -> Perceived usefulness	0.161	0.069	2.329	0.010	0.002	0.054	0.300	Significant
H2	Perceived Enjoyment -> Perceived Ease Of Use	0.287	0.087	3.283	0.001	0.002	0.146	0.419	Significant
H3	Habit -> Perceived Usefulness	0.066	0.107	0.618	0.269	-0.005	-0.077	0.242	Not Significant
H4	Habit -> Perceived Ease Of Use	0.568	0.091	6.241	0.000	-0.004	0.405	0.703	Significant
H5	Perceived Ease Of Use -> Perceived Usefulness	0.726	0.095	7.617	0.000	0.002	0.559	0.863	Significant
H6	Perceived usefulness> Interest Using Wordwall	0.238	0.157	1.511	0.066	-0.015	-0.026	0.497	Not Significant
H7	Perceived Ease Of Use -> Interest Using Wordwall	0.640	0.153	4.190	0.000	0.018	0.376	0.870	Significant

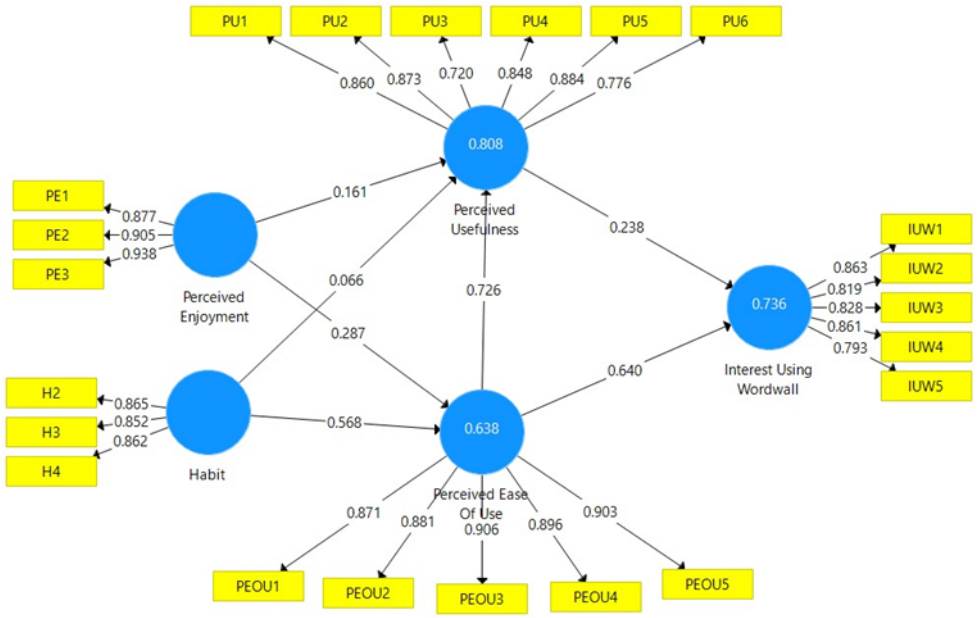

Fig. 2 SEM Hypotheses Model

In this study, student acceptance in using wordwall application as a game based learning media was identified based on five constructs of the TAM model using additional external variables, e.g., Perceived Enjoyment(PE) and Habit (H) and the key variable used in this study was Perceived Usefullnes (PU), Perceived Ease of Use (PEOU) and behavior intentions modified Interest Using Wordwall Application (IUW). This study shows the results of 7 tested hypotheses, 5 accepted and two rejected.

From the test data, statistical hypothesis analysis shows that there is a significant influence on H1 Perceived Enjoyment toward> perceived usefulness because of a value (β 0.161) T = 2.329 and P values (0.010), which states that students feel enjoyment through the usefulness of the wordwall application that it operated and suitable with research conducted by (Su & Chiu, 2021), the perceived enjoyment factor contributes to adapting technology on elementary school toward interest using wordwall application as a game based learning.

In H2 influences significantly on perceived enjoyment > perceived ease of use with a value (β 0.287) , T= 3.283 and P-values (0.001). This significant result conforms to the research studied (Su & Chiu, 2021) (Unal & Uzun, 2021) and also the used perceived enjoyment variable (Holdack, Lurie-Stoyanov, & Fromme, 2022). This study indicates that the Perceived Enjoyment felt by students in using the word wall application has a positive effect on the perceived usefulness and convenience for students during learning with the Wordwall application, which contains the concept of gamification. The PE (perceived Enjoyment) factor is strengthened in the research by (Esteban-Millat et al., 2018), (Huang, 2019), and (Junghyo Lee, Kim, & Choi, 2019) with the supported result. Therefore, this Perceived enjoyment helps students operate a game-based system (Wordwall) focusing on the form of enjoyment that affects student acceptance of the Wordwall application.

In H3 Habit towards Perceived Usefulness with a value of (β 0.066), T= 0.618 and P values (0.269), the result of H3 did not influence significantly; this result is contrary to the results of the research study by (Rafique et al., 2020) (Hubert, Blut, Brock, Backhaus, & Eberhardt, 2017); however, the research result by (Pinandito et al., 2020) related to habit whether influences to PU (perceived usefulness), it is found not significant, the results same with this research study. Therefore, it can be said that student habits did not influence the Wordwall usefulness perception. They do not think that their learning habit with the gamification concept through Wordwall will affect the perceived usefulness of the tool. There is a reason that the learning habit with the

gamification concept (games) using this Wordwall application is still new for students, so that students have not felt the perception of usefulness in operating the game application-based in learnings as users.

In H4 Habit towards -> Perceived Ease Of Use with value (β 0.568) T= 6.241 and P values (0.000) states positive results which means this result influence significantly to the research hypothesis (Rafique et al., 2020), it is relevant and indicating that learning habit with gamification concept through Wordwall is easy to be used by the elementary school students in undertaking the usage of Wordwall application.

In H5 Perceived Ease Of Use toward -> Perceived Usefulness with a value (β 0.726) T=7.167 and P values (0.000), states the positive results, this significant outcome supports the research and is also relevant to TAM theory. The result shows that elementary school students perception of ease of use significantly impacts usefulness perception and behavioral intention to use the e-learning application Wordwall. This result corresponds to the original TAM theory (Venkatesh & Bala, 2008) and is also supported by (Al-Rahmi et al., 2019),(Kanwal & Rehman, 2017),(Salloum, Qasim Mohammad Alhamad, Al-Emran, Abdel Monem, & Shaalan, 2019),(Ayodele, Endozo, & Ogbari, 2018) research that ease influence the perceived ease of use of an application.

In H6 Perceived usefulness toward-> Interest Using Wordwall did not influence significantly, and contrary to the research by (Pinandito et al., 2020) with significant result, this hypothesis insignificant because value of the result of this study is (β 0.238) T= 1.511 and P values (0.066). There is a reason, that insignificant results on the perceived usefulness that elementary school students have not felt in using the Wordwall application make them not much interested in using the application conforming to gamification concept learning.

In H7 on the variable of Perceived Ease Of Use toward-> Interest Using Wordwall with a value (β 0.640) T= 4.190 states the results is significant with P values (0.000). This outcome stresses that the perceived ease of use in using a system (Wordwall application) with this gamification learning concept makes elementary school students' interest in learning to use Wordwall games technology applications increase. The consequences in this research supports the existing research (Venkatesh & Bala, 2008) (Sánchez-Prieto, Olmos-Migueláñez, & García-Peñalvo, 2017),(Koul & Eydgahi, 2018),(Kurdi, Alshurideh, & Salloum, 2020),(Al-Maroof & Al-Emran, 2018) (Al-Maatouk et al., 2020).

Based on the overall analysis results of the hypothesis, it is known that the TAM model adopted in this study has a succeeded in achiving interrelated prediction by adding external variable Perceived Enjoyment(PE) and Habit (H) in predicting intentions of elementary school students on technology acceptence in using game based learning through the wordwall application.

4. CONCLUSION

This study helps to interpret and understand user behavior in adopting the Wordwall application that conforms with the gamification learning concept. This study does not only verify that TAM (Technology Acceptance Model) model is the most efficient and the best in measuring and interpreting users' conformity over technology acceptance. The result analysis of TAM research identifies the aspect that influences students' interest in using the Wordwall application in learning using the gamification concept. This TAM model also manifests the key variable critical role of PEOU (Perceived ease of use), which has a strong influence in measuring students' interest in learning using gamification concepts, e.g., Wordwall.

This study generates two hypotheses, i.e., (H3) stating that habit > did not positively influence perceived usefulness and (H6): perceived usefulness did not influence Wordwall usefulness interest positively, while the other hypothesis positively influences the non-significance of the two hypotheses (H3 and H6) has no impact on the other hypotheses. Therefore, this TAM-applied research must remain to prioritize TAM core construction (e.g., PEOU and PU) to measure such technology application

acceptance. This Wordwall application can be used by elementary school students observed from the ease of use perceived by the students in operating the application so that students' learning interest in gamification concept is increasing. Generalizing the critical variables in research will always have a limit, but it is possible to be a reinforcement in considering the proposed model for further research. In this study the limitations are in the sample size which is felt to be increased to strengthen the results of this study, in the future research it can add age, gender, experience or another variables such as anxiety and social influences that contrary on this study to generate the novelthy.

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Appendix 1

Questionnaires Items

Construct	Item Code	Questionnaires Item
Perceived Enjoyment	PE 1	- Original by (Venkatesh & Bala, 2008) I find using the system to be enjoyble - *Adapted version (Bahasa Indonesia)*: Menurut saya menggunakan aplikasi wordwall itu menyenangkan.
	PE 2	- Original by (Venkatesh et al., 2003) The actual process of using the system is pleasent - *Adapted version (Bahasa Indonesia)*: proses menggunakan Wordwall itu menyenangkan
	PE 3	- Original by: (Venkatesh & Bala, 2008) *Adapted version (Bahasa Indonesia)*: saya merasa senang menggunakan aplikasi wordwall
Habit	H1	- Original by (Venkatesh, Thong, & Xu, 2012) The use of the mobile Internet for using system has become a habit for me - *Adapted version (Bahasa Indonesia)*: Penggunaan mobile internet untuk belajar saya menggunakan app wordwall sudah menjadi kebiasaan bagi saya.
	H2	- Original by (Venkatesh et al., 2012) I am addicted to using my smartphone for system - *Adapted version (Bahasa Indonesia)*: Saya merasa ketagihan dengan *smartphone* saya untuk belajar melalui app *wordwall*
	H3	- Original by (Venkatesh et al., 2012): I must use my smartphone for system - *Adapted version (Bahasa Indonesia)*: Saya harus menggunakan *smartphone* saya untuk belajar memakai app *wordwall*.
	H4	- Original by (Venkatesh et al., 2012): Using the system with my smartphone has become natural to me. - *Adapted version (Bahasa Indonesia)*: Menggunakan app wordwall dengan *smartphone* saya telah menjadi hal yang wajar bagi saya.
Perceived Usefulness	PU 1	- Original by (Venkatesh et al., 2003): Using the system would enable me to accomplish tasks more quickly - Menggunakan Aplikasi Wordwall dalam tugas saya akan memungkinkan saya menyelesaikan tugas lebih cepat
	PU 2	- Original by (Venkatesh et al., 2003):: Using the system improve my job performance - *Adapted version (Bahasa Indonesia)*: Menggunakan Aplikasi Wordwall akan meningkatkan kinerja pada tugas saya
	PU 3	- Original by (Venkatesh et al., 2003): Using the system increase my productivity - *Adapted version (Bahasa Indonesia)*: Menggunakan Aplikasi Wordwall dalam tugas saya akan meningkatkan produktivitas saya
	PU 4	- Original by (Venkatesh et al., 2003):: I find the system would enhance my effectiveness on the job

		- *Adapted version (Bahasa Indonesia)*: Menggunakan Aplikasi Wordwall akan meningkatkan ke-efektifan saya dalam mengerjakan tugas
	PU 5	- Original by (Venkatesh et al., 2003) : using the system would make it easier to do my job - *Adapted version (Bahasa Indonesia)*: Menggunakan Aplikasi Wordwall akan mempermudah pengerjaan tugas saya
	PU 6	- Original by (Venkatesh et al., 2003) : I would find the system useful in my job - *Adapted version (Bahasa Indonesia)*: Saya akan menemukan Aplikasi Wordwall berguna dalam pengerjaan tugas saya dengan konsep gamifikasi.
Perceived Ease Of Use	PEOU 1	- Original by (Venkatesh et al., 2003) : Learning to operate the system would be easy for me - Belajar menggunakan Aplikasi Wordwall akan mudah bagi saya
	PEOU 2	- Original by (Venkatesh et al., 2003): I would find it easy to get the system to do what I want it to do - *Adapted version (Bahasa Indonesia)*: Saya akan merasa mudah untuk mendapatkan Aplikasi Wordwall dalam melakukan apa yang saya inginkan
	PEOU 3	- Original by (Venkatesh et al., 2003) My interaction with the system is clear and understandable. - *Adapted version (Bahasa Indonesia)*: Interaksi saya dengan Aplikasi Wordwall akan jelas dan dapat dimengerti.
	PEOU 4	- Original by (Venkatesh et al., 2003): I would find the system to be flexible to interact with - *Adapted version (Bahasa Indonesia)*: Saya akan menemukan Aplikasi Wordwall yang fleksibel untuk berinteraksi
	PEOU 5	- Original by (Venkatesh et al., 2003) : I would find the system easy to use - *Adapted version (Bahasa Indonesia)*: saya akan menemukan aplikasi wordwall yang mudah untuk digunakan.
Interest Using wordwall Application	IUW 1	- Original by: (Venkatesh et al., 2012):I intend to increase the use of the system - *Adapted version (Bahasa Indonesia)*: Saya bermaksud untuk meningkatkan penggunaan Aplikasi wordwall
	IUW2	- Original by (Venkatesh et al., 2012): I intend to increase the use of the word wall App The system is good to recommend to other peoples - *Adapted version (Bahasa Indonesia)*: Aplikasi Wordwall bagus untuk direkomendasikan kepada siswa lain
	IUW 3	- Original by (Venkatesh et al., 2012): : I'm interested in using the system more often for my performance - *Adapted version (Bahasa Indonesia)*: Saya tertarik untuk menggunakan Aplikasi Wordwall lebih sering pada pembelajaran
	IUW 4	- Original by (Venkatesh et al., 2012):: I used the system everytime I study - *Adapted version (Bahasa Indonesia)*: Saya menggunakan Aplikasi Wordwall setiap saya belajar.

	IUW 5	Original by (Venkatesh et al., 2012): : I often use the system - *Adapted version (Bahasa Indonesia)*: Saya sering menggunakan AplikasiWordwall